

February 1999

GLOBE

Serving the military and civilian community of the Defense Language Institute Foreign Language Center and the Presidio of Monterey

Army linguists combine language, soldierly skills with simulated realistic combat training



Presidio Portrait

of

Dr. Thomas S. Parry

Dean, Asian School II

Defense Language Institute Foreign Language Center, Presidio of Monterey

Dr. Thomas S. Parry was appointed Dean of Asian School II in August 1998. Asian School II consists of 112 civilian faculty and 16 military language instructors in four departments, with more than 400 students learning Korean. As dean, Parry is responsible for resident and nonresident teaching programs, and academic support functions. He also holds the academic rank of professor.

Before his DLIFLC appointment, Parry worked at the Center of the Advancement of Language Learning, or CALL, in Arlington, Va. He served as manager for the U.S. government contract with Satellite Communications for Learning, Inc., or SCOLA, as well as manager for several major language training curriculum and course development projects for federal language schools.

He chaired the Federal Language Testing Board which established uniform language proficiency testing standards and procedures across the U.S. government intelligence community. Parry worked on the Language Learning and Technology Subcommittee of the DCI Foreign Language Committee. From 1989 to 1994 Parry served in the Office of Training and Education's Curriculum Services Division.

Between 1991 and 1997 Parry was involved with training projects overseas. As a

senior consultant and trainer with the Latin American Task Force, Parry held civilian and military liaison training programs with Latin American countries. In 1996 he was assigned to the Special Middle East Task Force as part of the U.S. Middle East peace initiative to conduct training programs with host governments in Israel, Gaza and the West Bank.

Parry joined federal civilian service in 1986 with the Testing and Evaluation Branch in the Central Intelligence Agency's Language Training School. He supervised the oral language proficiency testing program in 29 languages and directed reading and listening comprehension test development in more than 15 languages. In 1987 he chaired the federal Inter-agency Language Roundtable Testing Committee for a two-year term.

He earned bachelor's and master's degrees in Spanish from Brigham Young University. In 1984 he received his doctorate from Ohio State University, Columbus, Ohio.

He began his academic career as a Spanish language teacher in an intensive language training program for missionaries in 1975.

From 1979 to 1986, he taught college courses in Spanish language, linguistics, Latin American culture and politics, instructional methodology and language testing at Brigham Young



Dr. Thomas S. Parry

University, Ohio State University, Otterbein College and George Washington University.

He has written several published journal articles, book reviews and commentaries on language teaching and testing.

Parry and his wife, Dana, have five children: Matthew, Melissa, Andrew, Christopher and David.



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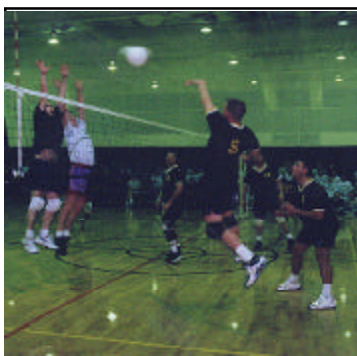
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About the cover:

Sgt. William Powell, Arabic student from Company D, 229th Military Intelligence Battalion, monitors a student translating an audiotape into English during Operation Friendly Kitty at the former Fort Ord Military Operations in an Urban Terrain site Dec. 8. This phase of the language training exercise, called Sensitive Compartmental Information Facility, had soldiers practice intelligence gathering by transcribing written documents and audiotapes. See page 9 for the complete story. (Photo by Bob Britton)

Commander's Notes

Commander thanks communities for Christina Williams search efforts, urges constant vigilance for future children's safety, protection

Words cannot adequately express the sadness felt throughout our community since the tragic conclusion of the search for 13-year-old Christina Marie Williams, seven months after her disappearance from her Presidio Annex neighborhood.

Those seven months were an unspeakable ordeal for Christina's parents Alice and Michael Williams and for Christina's sister Jennifer and her brother Michael. As a family, they are a model of courage, patience and strength for all of us.

In a very real sense, Christina became a beloved member of every family in our community. From across central California and beyond came a tremendous outpouring of concern. Those who donated time and resources to help in the search for Christina ranged from the internationally famous who appeared in televised public service announcements to small children who contributed their savings of nickels and dimes to a fund for Christina's family. Law enforcement officials and news media professionals worked tirelessly and with sensitivity.

Although the search for Christina is over, questions about her disappearance remain unanswered. For the sake of all children everywhere, I urge renewed support for the continuing investigation being conducted by the FBI and other law enforcement agencies.

While we push ahead in that important effort, let's also renew our commitment to making our neighborhoods as safe as we can. To protect our neighborhoods from crime, I consider the following steps essential.

- * Support and strengthen your neighborhood watch program. If no such program exists on your street, organize one.

- * Educate your children and the children in your



Col. Daniel Devlin
Commandant of DLIFLC,
Commander of DLIFLC and the Presidio of Monterey

neighborhood about personal safety. Don't teach them to be victims who live in fear, but do teach them to understand and to avoid situations that are potentially dangerous for them.

- * Cooperate with your local police and with any other law enforcement and safety authorities. Report incidents that you feel are out of the ordinary. Don't hesitate to provide information that might help police solve crimes.

- * Keep in mind that the best security available is the security we provide each other as friends and neighbors.

Please continue to keep Christina and her family in your thoughts and prayers. By doing so, we can pay tribute to Christina's memory.



Arabic professor visits university in Jordan, explains differences between Arabic, English languages

By Dr. Akil Asfoor

Assistant Professor,
Middle East School 2

Dr. Akil Asfoor, assistant professor of Middle East School 2, received an official invitation on Dec. 9, 1998, from Dr. Mohammad Adnan el-Bakheet, president of Al-al-Bayt University in Jordan, to make a presentation of teaching Arabic to Americans. This action was coordinated through Dr. Abdul Qader Abu Sharifeh, Arabic Department chairperson.

In this presentation to the Jordanian university, Asfoor explained some major differences between Arabic and English with respect to the phonological and morpho-syntactic structures. He also indicated that Arabic, unlike English, is a tri-consonantal language, as well as inflectional in nature. As such the learner of Arabic is often confronted with trouble spots which lead to difficulties in learning this language. Asfoor then gave a brief discussion of such difficulties which are embedded in those linguistic differences between Arabic and English. The following is a summary of Asfoor's presentation in Jordan.

An Analysis of Selected Linguistic Difficulties in Learning Arabic

Several linguistic areas of teaching Modern Standard Arabic constitute trouble spots for the non-native learner of this language. These include the Arabic alphabet system and the three positions of the characters of this language; the six characters which don't connect with any following characters; emphatic Arabic characters which don't exist in English; notions of inflection and diacritics; different cases of nominative, accusative, prepositional and genitive in Arabic; the notion of nunation and its function in

Arabic; and the notion of agreement in gender and number. Other difficulties are relative pronouns and their usage in Arabic; the three categories of pluralization: regular masculine plural, regular feminine plural and the Broken plural; nominal and verbal sentences; and Arabic as a tri-consonantal language.

There are 28 characters or letters in the Arabic alphabet, while the American alphabet has 26. Each Arabic character is assigned three positions, namely initial, medial and final. As such, the choice of which letter-form goes in which position in the written word is extremely important. Moreover, unlike English characters, which can be either connected with each other in writing, or written in the printed form, Arabic characters must be connected in order to be read correctly, and the meaning understood.

There are six Arabic letters, however, which don't connect with any letter following them within the same word. Those letters are alif, daal, Tha'al, raa? waaw and zain.

Emphatic letters

Furthermore, the Arabic language system has six letters which don't exist in English. They are referred to as "emphatic", such as Haa? (Ĥ) which is a strongly aspirated h; kh (Ķ) which is like ch in the Scottish word loch; Saad (Ṣ) which is an s produced more from the throat setting a larger part of the tongue against the palate, and the letter s in sword approaches this sound. Daad (Ḍ) which is produced more from the throat, setting the tongue against the palate and upper left teeth; the Daad in dawn somewhat resembles this sound; Taa? (Ṭ) which is a t produced more from the throat setting a greater part of the tongue against the palate. The t in mutton is

nearly like this sound; Thaa? (Ṫ) is like th when produced more from the throat, setting the tongue below the upper front teeth more emphatically. 9ain (Ġ) which is a strong guttural produced by compressing the throat and exploding the breath; Gain (Ģ) which is nearly like an emphatic guttural French r with a more gargling sound. Based on the above explanation of emphatic letters American learners of Arabic often tend to mispronounce these sounds, thus producing incorrect meaning of the expression.

There is also the notion of "inflection" which is heavily used in Arabic, and on which the meaning of the structure depends. What is meant by "inflection" is that certain diacritics such as "fatHa," "kasra," "Dhamma," "sukuun," "shadda" and "nunation" function as meaning carriers in the Arabic expressions. Some are placed above the consonant, others under it, within the word, to help in producing the correct pronunciation of the word, to indicate the position of the noun in such cases as Nominative, Accusative, Genitive and others to provide the intended meaning of the structure as well.

Nunation

With respect to "nunation" which is indicated by two "fatHas," two "Kasras" or two "Dhammas," it points to the noun as being indefinite. Since the above diacritics are not a part of the word (they function as a catalyst), they are used to facilitate correct pronunciation, as noted above, especially at the initial stage of learning Arabic reading; later on they are often omitted from many Arabic texts, with the exception of the Qur'an, which is the Holy Book of the Islamic religion.

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Still, Arabic uses a number of cases such as Nominative case, which denotes the position of the doer of the action or the subject of the sentence. The Accusative case points to the position of the object of the sentence, the Genitive case indicates the position of the construct, and the Prepositional case gives the position of the noun when preceded by a preposition.

Agreement in gender and number

The notion of "Agreement" in Gender or masculine or feminine, and Number such as singular, dual and plural, is extremely important in Arabic because the modifier should always agree with the word it modifies, whether such a word is masculine or feminine. Likewise, the modifier must agree with the word it modifies, whether such a word is in the singular, dual or plural form. On the other hand, the notion of the noun being animate or inanimate has its own rules with respect to the modifying word. For example, the inanimate noun in the plural form whether masculine or feminine, is always modified by a singular feminine modifier. As such, the learner of Arabic very often tends to produce an error in speaking.

Agreement in gender and number also extends to Arabic relative pronouns such as "allaThee," which is equivalent to who, which or that in English, and is used with animate or inanimate masculine singular nouns. "AllaThaana" is used with animate or inanimate dual nouns; "allTheena" is used only with animate masculine plural nouns; and "allatee" is used with animate or inanimate feminine singular nouns and also with the plural masculine or feminine inanimate nouns. "Allataani" is used with feminine animate or inanimate dual nouns; and "allawaati" is used with animate feminine plural nouns. With such grammatical rules in using the relative pronouns in Arabic, the learner of this language will no doubt

have difficulty in applying them correctly, especially in speaking.

Pluralization of singular nouns

With respect to pluralization of singular nouns, there are three categories: Sound or regular Masculine Plural, which is formed by adding the letters "waaw" to the singular noun in the Nominative case, and "yaa?" and "noon" in all other cases. The second category is Sound or regular Feminine Plural, which is formed by adding "alif" and "taa?" to the singular feminine noun. The third category of Broken Plural takes many different and unpredictable forms which the learner of Arabic would find it more difficult to master than in the case of Sound Masculine and Feminine plurals.

For example, the plural of "kitaab" or book is "kutub," "Tareeq" or road becomes "Turuq" in the plural. But the plural of "taaaj" or crown is "teejaan," "walad" or boy changes to "awlaad," and "bayt" or house becomes "boyuut." All this means that the "broken" plural form is not limited to a certain number of pluralization rules which can be easily learned. The student would need to learn such rules by experience. Unfortunately, Arabic uses a relatively large number of broken plural forms.

Two types of sentences

Futhermore, Arabic uses two types of sentences: a Verbal sentence, with often begins with a verb. For example, "Thahaba alrajulu ilaa maktabihi" which is translated word-for-word into English means, "went the man to his office." The other sentence type is a Nominal sentence, which is made up of subject and predicate. For example, "aT-Tullaabu naajiHoona fee duroosihim" means "The students are successful in their lessons."

With respect to verbal sentences, it should also be remembered that when a singular masculine verb is placed at the beginning of the sentence, the following noun can be either masculine singular,

masculine dual or masculine plural. But if such a verb is singular feminine, it should be followed by a singular feminine noun, dual feminine noun, or plural feminine noun. On the other hand, if the sentence begins with a noun (singular, dual or plural), the following verb has to agree in gender and number. The only exception would be if such nouns are plural inanimate. In this case, they are modified by a singular feminine word. Because of this exceptional case, students of Arabic very often encounter difficulties in applying such a grammatical rule without making errors, especially in the speaking skill.

Tri-consonantal language

Moreover, in order to find the meaning of a word in the Arabic dictionary, the student has to find its root; and since Arabic is referred to as a "tri-consonantal language," the student has to reduce the word to its three basic consonants. For example, the expression "maktabaton" means a library; and in order to find the meaning of this expression, the student has to reduce it to the three consonants of "k.t.b" which means to write. Thus, the student needs to learn how to reduce the non-tri consonantal word-form, whether it is a verb, verbal noun or a noun, to its bare minimum of three consonants.



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Korean teacher reports on Chicago language conference

By Bo Yang Park
Assistant Professor
Department A, Asian School II

I attended the American Council on the Teaching of Foreign Languages, or ACTFL, Conference in Chicago as an observer Nov. 19-22. It was the first time I had attended the conference. The conference had three main parts: 75-minute sessions, three-hour workshops and exhibits related to language teaching.

In the opening general session, the keynote speaker was American astronaut Jerry Linenger, a former Defense Language Institute Foreign Language Center student, and a member of NASA in Houston, Texas. He accomplished a miracle mission by staying in space for five months with two Russian cosmonauts. Linenger was not just a fancy figurehead, his appearance had a significant meaning. The speech of the astronaut who represents today's most advanced scientific technology set the tone for language teaching in the future — the communicative approach through interactions with evolving technology. He talked about his space trip through interaction and role play with the audience.

There were many technology-related sessions during the conference. At one session, "The Winds of Change: Standards Define our Future Potential," the ACTFL president gave a speech from which I received significant points about the future of language teaching. First, there will be more demand for foreign or second language teachers, because the world will become more multifaceted and dynamic. Foreign or second language teaching will be more technology oriented. The president said that from a

classroom in a United States city, it will be possible for an instructor to conduct a class on a street in Madrid, Spain.

Another session, "In Images, Culture and Memory Representation: Integrative Techniques for Teaching," presented by an American instructor who teaches French, showed how to conduct an interesting language class using new revolutionary multimedia technology such as DVD-Rom, DVD-Video and optical media.

During yet another session titled, "Culture and Advanced Learners of Chinese," I again realized how important context is to language learning. The presenter said that even in context, some Chinese paragraphs are misleading, which implies that without context, it is nearly impossible to understand them.

Finally, I attended two Japanese language immersion sessions to learn how to conduct immersion classes. They were conducted in Japanese, which I can not understand. I thought I had wasted 2 1/2 hours, but a little later, I realized that I got something significant from the immersion sessions. It is that because unconditional or random immersion programs do



not work for adults such as me, extra careful and comprehensible plans are necessary for immersion classes.

Technology-related exhibits also indicated the direction of future language teaching. Participants in the conference showed great interest in them.

I strongly recommend language teachers attend language conferences to broaden their views of their job, exchange ideas about language teaching, and understand which way the wind is blowing in regard to their occupation. Despite my difficulty with computers, I have decided to learn the technology, so I can become a better foreign language instructor.

Who can deny or resist the strong, new waves of teaching methods?



Winter celebration brings international flavor, people sample foods from different cultures, listen to Navy choral group

By Chaplain (Lt.Col.) Kenneth Sampson
World Religions Instructor,
Directorate of Curriculum and Faculty Development

"An incredible moment" said Capt. Norman Emery, describing the performance by the Naval Security Group Detachment's student choir at the 1998 Installation-wide Holiday Celebration Dec. 15.

Taking place at the Presidio of Monterey Annex's General Stilwell Community Center, this year's holiday celebration featured several highlights in addition to the NSGD choir. Potluck foods, a jazz combo from Travis Air Force Base, door prizes, a visit from Santa Claus, a stirring address by our Defense Language Institute Foreign Language Center Commandant and DLIFLC and POM Commander, Col. Daniel Devlin, and plenty of time for informal relaxation and discussion rounded out the evening's activities.

Seaman Heather Barlow led 14 students from the NSGD choir in Lee Greenwood's "God Bless the USA," "Eternal Father Strong to Save," "Sing Lullaby" and other selections. Petty Officer 1st Class Mark De Chambeau, manager for the choir, choreographed the presentation, molding the singers into a spirit-lifting, awe-inspiring and heart-warming group. The 170 members of the POM community in attendance gave the choir a spontaneous standing ovation at the completion of their performance.

A rich variety of ethnic foods added to the pleasure of the evening. Attendees brought entrees, desserts, side-dishes and salads to share with all. Mike Shanklin, chef for the Morale, Welfare and Recreation's food, beverage and entertainment department, arranged and served the many dishes participants brought. The good smells, delicious tastes and appealing variety of foods made for a "great, fantastic experience" for this veteran of eight years service with the United States Navy.

DLIFLC and POM Executive Officer Gordon Hamilton ap-

peared as a jovial Santa with a roving microphone. With "howdy ma'am" and spirited "Ho, Ho, Ho" greetings, Santa worked the crowd, distributing sweets and good wishes.

This year's holiday celebration honored significant religious/cultural events—Ramadan, Hanukkah, Christmas and Kwanzaa. In doing so, it emphasized the importance linguists and intelligence personnel should give to knowing the holidays and religious observances of the culture of their target language.

Knowledge of key holidays and observances contributes to increased sensitivity and understanding of the peoples of the language we study. An appreciation of others — and ridding of the "we/they" dichotomy — more readily develops. On deploy-

ments and assignments overseas, we reduce culture shock by understanding the significance of holidays and rituals taking place. And, as recent events in Iraq demonstrate, (where the beginning of Ramadan was a key factor in timing British and American missiles,) religious/cultural holidays often play a significant role in combat operations.

Four readily available resources can assist linguists in gathering information on holidays and celebrations around the world. Aiso library's "The Folklore of World Holidays" by Margaret Read MacDonald gives a detailed, interesting listing of events around the world. Arthur Magida's "How to Be a Perfect Stranger, Volumes I and II," offers helpful, practical advice for participants in rites, rituals and observances of a variety of faith traditions. David Spence's attractive and informative "1999 Multifaith Calendar" lists various religious festivals and obser-

vances taking place on a day-by-day basis. Faculty members are perhaps the best resource, who can easily relate their personal, experiential knowledge of significant holidays and celebrations.

The 1998 Installationwide Holiday Celebration gathered members from the entire DLIFLC and POM community. Says Venus Attia of Middle East School II's Video Tele-Training, "It is nice to get together, away from the pressures of work, to see each other and to talk." Such an event reminds us of the enriching environment in which we are privileged to live, work and train.



Soldiers simulate realistic combat conditions

combine soldier, language skills during Operation Friendly Kitty at MOUT site

Story and photos by Bob Britton

It's unusual to see Presidio of Monterey soldiers wearing combat gear and face camouflage and carrying load-bearing equipment and M16A1 weapons. Student linguists combined language knowledge and soldierly skills during a language training exercise called Operation Friendly Kitty on Dec. 8.

About 120 student soldiers and cadre from different companies in the 229th Military Intelligence Battalion and some civilian instructors participated in the realistic scenario. Company C ran the LTX at the Military Operations in an Urban Terrain or MOUT site at the former

Fort Ord.

"The main scenario is a United Nations force where Charlie Company has been assigned to augment a U.N. element reinforcing a safe haven," said Capt. Terence Thibodeaux, Company C commander and exercise coordinator. "We augment them with linguistic support. For the background scene, we're in a fictional former Soviet state called Felineovia, and we just left the fictional city of Tabby.

"Primary opposing factions of Arabs and Russians are antagonizing each other. Other smaller ethnic groups try to stay out of the way as much as possible. Most of the foreign language speaking is in Russian or Arabic," said Thibodeaux.

The MOUT site is a perfect place

for conducting urban training in a simulated village. It's a cinder-block village complete with a city hall, a market place, gas station, small businesses and houses, a rubber tire obstacle course, trails, wooded areas and a terrorist hideout. In a simulated combat operation, soldiers would practice building by building searches in an urban environment. During this language drill, only select buildings were used for the overall scenario.

Defense Language Institute Foreign Language Center military linguists encountered patrolling, first aid, hostage and refugee situations and nuclear, biological and chemical warfare training scenarios. During the LTX, soldiers communicated in Arabic, Chinese-Mandarin, Korean, Persian-Farsi, Russian and Vietnamese.

Squads with mixed linguists used their target languages to triage casualties and provide first aid, collect intelligence, translate documents and audiotapes, interview refugees, practice squad patrols and hostage negotiations, search for weapons caches, set up perimeter observation points and practice NBC defensive tactics.

"We separated linguists by languages and mixed the squads up," said Thibodeaux. "Each squad has up to five Arabic students, up to three Russians, one Korean and one Persian-Farsi. Chinese-Mandarin and Vietnamese only had a few participants, so we separated them into a



Simulated incoming artillery rounds created casualties in a marketplace area during Operation Friendly Kitty. Soldiers used their target languages, assessed the medical triage situation, treated victims and moved them to safe areas for command and control. The victim receives treatment for a broken leg.

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couple of squads.”

During the exercise, one combat lane featured NBC with smoke, gas masks and an ambush site. Squads entered a simulated contaminated area, donned their gas masks, encountered an ambush site, moved their buddies away from contamination for treatment and decontamination procedures.

Another exercise lane allowed squad members to order food and soft drinks in a market place from simulated civilian role players in the different languages.

A third scenario simulated a market area with casualties from incoming artillery shells. Here the squad members assessed the triage situation, questioned the civilian casualties in the different languages, treated the wounded and evacuated them to a safer place for command and control.

Some DLIFLC intermediate or advanced language students, as well as civilian language teachers, played civilian refugees in a wooded area guarded by other soldiers. Squad participants questioned them in the target languages to gather useful information for military com-



Soldiers with gas masks move one of their squad members to a safe area for decontamination procedures. Soldiers combined language and soldier skills in a simulated realistic combat scenario at the Military Operations in an Urban Terrain site at the former Fort Ord. Initial Entry Trainees practiced nuclear, biological and chemical training during the language training exercise.

manders.

“It’s fun being role players in the exercise,” said Staff Sgt. Ray Custodio, an intermediate Persian-Farsi student from Company D playing a refugee. He took his Basic Persian-Farsi Course in 1988. “Exercises like this provide realism for basic language soldiers, since it is their first experience with anything other than basic training. I think soldiers prefer these exercises to classrooms.”

“I think the language is the most important part of the field training, especially with students actually practicing the lan-

guage in the field instead of in the classroom,” said Sgt. Jennifer Rogers, an intermediate Persian-Farsi student from Company D playing a refugee. She graduated from the DLIFLC Basic Persian-Farsi Course in 1994. “Students don’t know ahead of time what they are going to say until they face the actual simulated scenario. They can’t rely on dictionaries or teachers in the field, but rather have to use their knowledge learned in the classroom.”

Operation Friendly Kitty soldiers from the different companies learned the importance of collecting intelligence information from written documents and transcribed audiotapes in different languages. Sgt. William Powell, a Company D Arabic language student, worked as an assistant platoon sergeant with Charlie Company during the LTX. He was the noncommissioned officer in charge of the tactical



Soldiers simulated buying food at the civilian market area during Operation Friendly Kitty Dec. 8. However, the uniformed students conversed in different target languages with civilian food vendors and couldn’t speak in English during the transactions.

Sensitive Compartmental Information Facility or SCIF lane, which simulates students collecting information from captured enemy documents and audio tapes. In this scenario, students did their translating inside a building like a G-2 intelligence collection area.

“These exercises are good for soldiers just coming into the Army and the first field training use of their languages outside the classroom,” said Powell. “Students like the realism in the field. In this scenario, students extract information in Vietnamese, Arabic, Chinese-Mandarin, Persian-Farsi, Russian and Korean. Documents relate to the exercise itself — random documents which could be letters from soldiers to families, information about potential enemy equipment, units and locations — anything relevant to a military intelligence mission.”

Student linguists encountered two other closely linked situations during Operation Friendly Kitty. One involved a

patrol operation encountering enemy fire, and reacting with cover and concealment down trails, in a tire village and around a hill. Then the patrol got involved with a hostage situation and negotiations, freeing a hostage, capturing the terrorists and finding a weapons cache. Again, the main mission was communicating in the different languages for a possible real world experience.

How do students like the realistic training at the MOUT Site?

A Persian-Farsi student from Company A thought it was good training, because he learned the value of communication, coordination and teamwork. He mentioned the exercise helped students improve their language learning by thinking on their feet what they’ve learned in the classroom. The exercise gave student linguists a practical world experience as motivation to excel in the classroom.

LTXs like this one require advance logistics coordination with Capt. Kurt

Weinand, the battalion S-4 or logistics officer. Companies submit their requests through his office for field rations such as Meals, Ready to Eat, coffee, training aids, weapons, blank ammunition, smoke bombs and gas masks.

“We go down to Camp Roberts to pick up pneumatic machine guns, ammunition, training aids and gas masks to supplement what equipment we have in the battalion,” said Weinand. “One of my goals for future exercises is bringing in better quality training aids and more NBC equipment. That’s what will save these kids’ lives in a real world environment. They have plenty of first aid stuff in the units, but it’s the items they would use in actual combat, such as NBC gear, that we have a shortage. Also, since the FBI controls the MOUT Site, we have to pay them \$100 each time we schedule the facility about 30 days in advance of each exercise.”



DLIFLC language students experienced combat realism at the former Fort Ord MOUT site Dec. 8. NBC training consisted of donning gas masks, setting up area defensive perimeters, evacuating fellow soldiers to a safe area and practicing decontamination procedures.

If it moves, do I salute it?

Rank recognition in a purple suit environment

By Chief Master Sgt. Alan R. Dowling
Superintendent, Air Force Element

Whether you've recently completed enlisted basic training or boot camp, or you're an officer just recently arrived from a one-service environment, your first learning experience at the Defense Language Institute Foreign Language Center (DLIFLC) and Presidio of Monterey (POM) may not be a foreign language but a crash course in military culture shock.

The POM environment is "purple"—the DoD term for more than one service working together—as the color purple isn't linked with any service uniform color. All four services are assigned to the POM as either students, or permanent party faculty or staff. That means you'll see at least 30 enlisted rank insignia ("stripes" or "chevrons") that are different than you're used seeing to in any one service environment. Officer rank insignia isn't too different across the services—but the Navy offers a new perspective there, as well. If that's not bad enough, there are a plethora of different uniforms, some of which are worn only by officers and others which are worn only by officers and senior noncommissioned officers (SNCOs) in a particular service. Confusing? You bet! But since the US military increasingly operates in a joint environment; a professional military soldier, sailor, airman, or Marine—of any rank, any time—should learn to recognize and address individuals in other services. Incidentally, there's a rank insignia chart at the end of this article, which will help you as you go along.

Protocol

It is considered proper etiquette or protocol to verbally greet persons senior to you when you pass them outdoors—while saluting, if passing an officer or warrant officer, of course (and for that person to

return your greeting). You preferably address an officer as "sir" or "ma'am." Of course, you may also address an officer by rank, e.g., "Good morning, Lieutenant." Warrant officers for all services may be addressed as "warrant officer." It's also acceptable to address Army warrant officers as "mister," "ma'am," or "chief" (all but a WO1) or "gunner" for Marine Corps warrant officers. It's appropriate to greet enlisted personnel, as well—especially senior noncommissioned officers or chief petty officers.

It's important to remember that you should *never* address a sergeant in any service as "sarge." It was accepted in the '40s and '50s—and you see it in cartoons or movies all the time—but it's considered extremely inappropriate, bordering on rude, in today's military. It is appropriate to use the term "sergeant" when addressing any Army NCO from Sergeant (SGT) through master sergeant (E-8) and any Air Force NCO from staff sergeant (E-5) through senior master sergeant (E-8). Marine Corps NCOs should be addressed by their full rank; only use the term "sergeant" by itself when talking to a Sergeant (Sgt).

Officer Rank and Insignia

For the soldier, sailor, airman, or Marine fresh from basic training or boot camp, greeting an officer can be a nerve-wracking experience. You don't want to miss saluting and risk an impromptu, one-sided "discussion," but you still probably haven't trained your eye to automatically scan an approaching person to see if he or she is an officer. So let's discuss officer recognition first.

Officers in all four services use the same rank insignia, depending on the uniform they are wearing: bars for lieutenants and ensigns, up to stars for generals and admirals. However, the Navy adds an entirely new dimension with some of their rank insignia—on some uniforms!

Army, Air Force, and Marine Corps officers wear their rank insignia on their collars when wearing the camouflage Battle Dress Uniform (BDU). Army officers wear the rank on the right collar (left, as you're looking at it) and their corps insignia on the left. Air Force and Marine Corps officers and those rare Navy officers who wear BDUs (e.g., SEALs), wear the rank insignia on both collars.

On the military blouse (also called service coat or, by service, Army: class A; Navy or Air Force: service dress; Marine Corps: green or blue Alpha combinations), all services except the Navy wear the metal rank insignia on epaulettes. Army officers also wear their unit crest on their epaulettes. Navy officer rank, however, a combination of gold bands beneath a star, is embroidered in gold thread around their coat sleeves. Army and Air Force officers have a black "commissioned" bar or stripe around their coat sleeves. As an additional identification for Army officers and warrant officers, look for the commissioned stripe on their trousers.

When not in BDUs or wearing the military blouse uniform, Army and Air Force officers wear their rank insignia embroidered on a black (Army) or blue (Air Force) cloth that is worn on the uniform shirt epaulettes. Marine Corps officers wear their metal rank insignia on their collars, as do Navy officers in khakis (careful there; Navy chief petty officers also wear khakis). Navy officers wear the sleeve-type of rank insignia on shoulder boards when wearing whites (careful again; Navy chief petty officers wear whites too—but wear their rank on the collar).

Warrant officer insignia is worn in the same location on the uniform as the officers in each service, except the Air Force which doesn't have any warrant officers. Quick recognition hint: if the bars are silver or gold metal with colors (Army: black; Navy: blue; Marine Corps: red), they're

warrant officers—salute!

Hats, known as “covers” in the Navy and Marine Corps, provide a quick recognition hint for officers. Army, Navy, and Marine Corps officers’ garrison or Air Force flight caps (“flat hats”) have the rank on one side and either the service insignia (Navy and Marine Corps) or their unit crest (Army) on the other—so if there are two “metal things” on the cap—salute! Air Force officers only wear their rank insignia on the flight hat but it also has silver piping to differentiate it from the enlisted version with black piping. Army officer and warrant officer garrison caps have gold piping.

The service cap (Army and Air Force), combination cover (Navy) or barracks cover (Marine Corps)—the “platter” or “bus driver” hat—for officers has an eagle insignia on the front: gold (Army) or silver (Air Force) eagles, a gold eagle, shield, and anchors (Navy) or a gold globe and anchor (Marine Corps). Field grade officers in the Army and Air Force (major through colonel) and all Marine Corps officers above captain, also have embroidery on the hat brim: gold oak leaves (“scrambled eggs”) for Army, Navy, and Marine Corps; silver clouds and lightning bolts for Air Force officers. General officers in these services have additional embroidery around the headband on this type of headgear.

Enlisted Rank and Insignia

The enlisted corps of each service are identified by some type of chevron insignia. All together, there are 47 different types of enlisted chevrons. Four of these you’ll only encounter rarely, if ever, during an entire career—the four top enlisted personnel in each service: Sergeant Major of the Army; Master Chief Petty Officer of the Navy; Chief Master Sergeant of the Air Force; and Sergeant Major of the Marine Corps. That still leaves 43 types of enlisted rank insignia you should be familiar with; (the chart at the end of this article takes on a new significance, doesn’t it?). OK, here goes...

Enlisted ranks are divided into the junior enlisted; noncommissioned officers (NCO) (Army, Air Force, and Marine Corps) or Navy petty officers (PO); and

senior NCOs (SNCO) (Army, Air Force), Staff NCOs (Marine Corps), or Navy chief petty officers (CPO)

Terms of address for the enlisted corps can be uniquely different. It’s always appropriate to address an enlisted person by their full rank, i.e., “seaman apprentice,” “private first class,” “staff sergeant,” etc. Marine Corps personnel should always be addressed by their full rank; try the “short-hand” version and you’ll be corrected. However there are myriad service-unique differences you should be familiar with. We’ll address these as we go along.

Junior Enlisted Rank and Insignia

Navy and Marine Corps junior enlisted are the grades E-3 and below; E-4 and below in the Air Force and E-4 (Specialist) and below in the Army. Junior enlisted personnel in the Army can be addressed as “private” and it’s appropriate to use “seaman” for Navy or “airman” for Air Force junior enlisted ranks. Each service’s first rank has no insignia—sometimes called “slick sleeve.” Private in the Army and Marine Corps (PV1 and Pvt, respectively), Seaman Recruit (SR) in the Navy, and Airman Basic (AB) in the Air Force. The services’ rank insignia is worn beginning at pay grade E-2: with one chevron: Private (PV2), Army, Private First Class (PFC), Marine Corps, and Airman (AMN), Air Force. The Navy’s rank, Seaman Apprentice, (SA) has two chevrons. Incidentally, the Navy’s enlisted rank is only worn on the left sleeve; all other services have rank insignia on both sleeves. Any sense of commonality among stripes ends completely at pay grade E-3. An Army Private First Class wears a chevron with a bottom “rocker,” the Marine Corps Lance Corporal has one chevron with crossed rifles beneath it; the Air Force Airman First Class (A1C) has two chevrons, and the Navy Seaman (SN) has three stripes.

Noncommissioned Officer and Petty Officer Rank and Insignia

The most commonly recognized NCO rank is sergeant. But the term “sergeant” carries more differences than similarities—and depending on the service, NCO status

doesn’t begin with the rank of sergeant. NCO rank begins at E-4 (Corporal) in the Army and Marine Corps (CPL or Cpl, respectively) or petty officer third class (PO3) in the Navy. Air Force NCO rank begins at Staff Sergeant (SSgt/E-5).

Staff sergeant ranks all have a fourth chevron or “rocker.” The similarity ends there: Army and Marine Corps staff sergeants are E-6s (SSG in the Army; SSgt in the Marine Corps); Air Force staff sergeants (SSgt) are E-5s. An Air Force E-6 is a Technical Sergeant (TSgt, often called “tech sergeant”).

Senior Noncommissioned Officer, Staff Noncommissioned Officer, and Chief Petty Officer Rank and Insignia

The grades E-7 through E-9 are important as the folks in these ranks are senior enlisted personnel, called Senior NCOs (SNCO) in the Army and Air Force, Chief Petty Officers (CPO) in the Navy, and Staff NCOs (SNCO) in the Marine Corps.

In a departure from the rest of the Navy enlisted corps, the CPOs wear the same uniform combinations as officers, with metal rank insignia on every uniform but their dress blues or mess dress. The insignia for Chief Petty Officer (CPO) is a gold “fouled anchor” (anchor with a rope wrapped around it) with a silver “USN” across the center; this insignia is topped with a single star for Senior Chief Petty Officer (SCPO) and two stars for Master Chief Petty Officer (MCPO).

The E-7 grades are the first level of senior enlisted personnel: Army sergeant first class (SFC); Navy chief petty officer (CPO); Air Force master sergeant (MSgt); and Marine Corps gunnery sergeant (GySgt, whom you may also address as “gunny”).

The grades of E-8 and E-9 in any service are even more significant. Federal law limits the number of E-8s and E-9s to three percent of the entire enlisted corps in each service so these grades are distinctively rare. Generally, E-8s make up two percent and E-9s one percent of the enlisted corps of each service.

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The E-8 grade gets more complex because of the difference in how the services designate a first sergeant. All Army, Air Force, and Marine Corps first sergeants are identified by a diamond in the center of the chevrons. In the Army and Marine Corps, first sergeant is an E-8 rank (1SG or 1stSgt, respectively), addressed as "first sergeant;" Army first sergeants may also be called "top" (the top NCO in a company). In the Air Force, first sergeant is a *career field* for SNCOs E-7 to E-9, *not a rank*, so any Air Force first sergeant may be addressed as "sergeant" if they're a master sergeant (MSGt) or senior master sergeant (SMSgt). In the Air Force, it's common to address a first sergeant as "first shirt" or "shirt."

Of course, all E-8's aren't first sergeants. An Army and Marine Corps E-8 in a staff billet, is not a first sergeant but a Master Sergeant (MSG or MSGt, respectively)—same chevrons as first sergeant but no diamond (Army) or crossed rifles instead of a diamond (Marine Corps). Unlike the Army, a Marine Corps master sergeant may be called "top" but Marine first sergeant isn't called "top." An Air Force E-8 is a Senior Master Sergeant. A Navy E-8, Senior Chief Petty Officer (SCPO), has one star over the eagle and is addressed as "senior chief."

The senior enlisted grade in each service is at pay grade E-9. In the Army, an E-9 in a staff billet is a sergeant major (SGM), identified by a star in the center of the chevrons and addressed as "sergeant major." A Navy E-9 is a Master Chief Petty Officer (MCPO), addressed as "master chief;" the rank insignia has two stars over the eagle. An Air

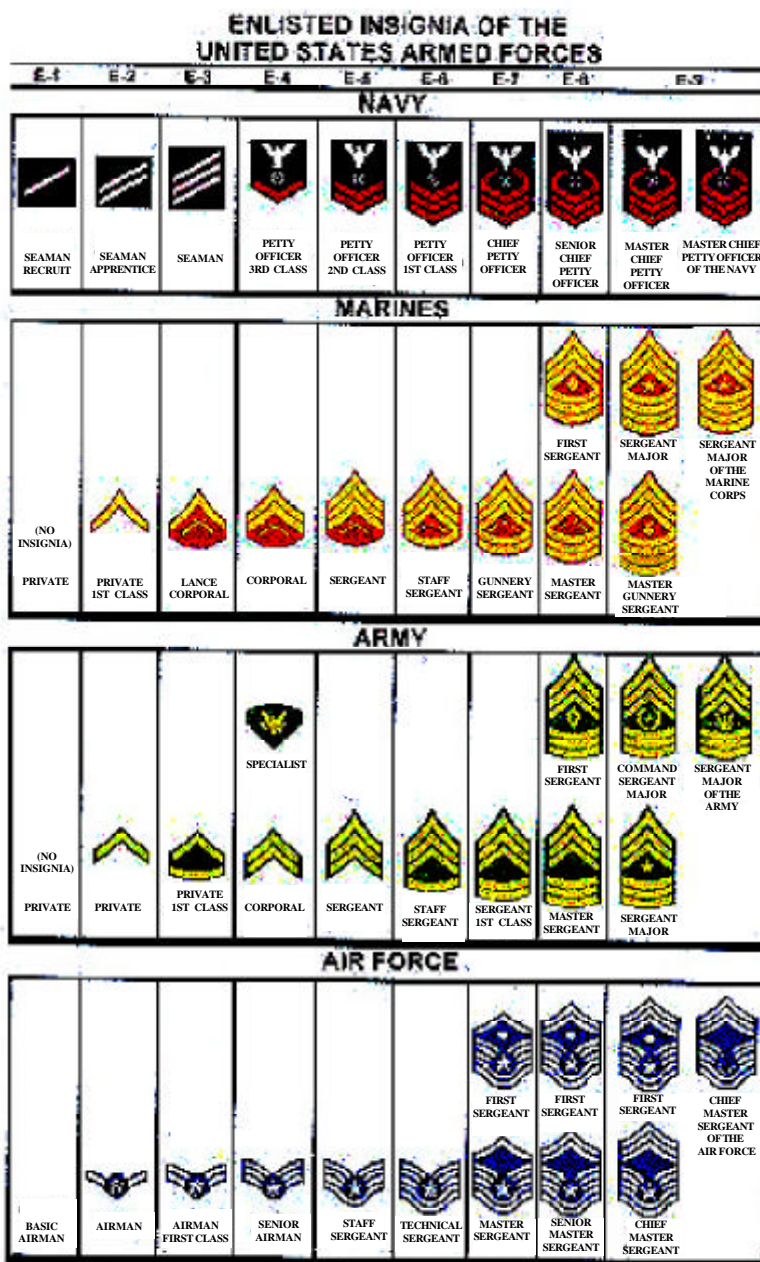
Force E-9 is a Chief Master Sergeant (CMSgt); the insignia has three chevrons on top. A Chief Master Sergeant is the only Air Force NCO who is *not* addressed as "sergeant;" the proper term of address is "chief master sergeant" or "chief". A Marine Corps E-9 promoted from master ser-

ter gunny" in their technical specialty (look for the bomb in the center of the chevrons).

Each service has unique E-9 positions which are the senior enlisted position in that organization. An Army Command Sergeant Major (CSM), signified by a wreath around the star in the center of the chevrons, serves at battalion, brigade, and major command levels. A Navy Command or Fleet Master Sergeant Chief is denoted by a star in the center of the chevrons (instead of the rate) and a badge worn on the left uniform pocket; and is addressed as "Command Master Chief or Fleet Master Chief". An Air Force Command Chief Master Sergeant (CCM), formerly called "Senior Enlisted Advisor), serves at group, wing, numbered air force, or major command levels, and has a second star positioned between the upper and lower chevrons. The equivalent Marine Corps position, also battalion levels and higher, is promoted in the career path for first sergeants, and is called a Sergeant Major (SgtMaj), signified by a star in the center of the chevrons.

As this article shows, military rank can be confusing—with or without a rank chart. However, it should be clear that a joint or "purple" environment offers tremendous challenges in identifying individuals' rank. But when working "purple," the sharpest, most professional soldier, sailor, airman, or Marine, from E-

1 on up, learns to recognize and appropriately address military personnel in each service. How do you stack up?



geant in the technical career field path is called a Master Gunnery Sergeant (MGySgt), called "master guns," or "mas-

Echo Company Army captain saves man's life

By Petty Officer 1st Class T.E. "Scoop" Hansen

A strong upbringing and the selfless service that the military instills in a person. Those were the two reasons Army Capt. Jonathan Lau said helped prepare him to perform a heroic act of bravery on Oct. 30, 1998, at Asilomar State Beach.

Lau, a Chinese student and Foreign Area Officer from Company E, 229th Military Intelligence Battalion, was with six of his classmates preparing for a barbecue for their class as well as a day of recreational fun at the beach. "A storm came up causing 13-foot high waves that afternoon while a few of us were setting up the volleyball net and preparing to start the grill. I really wasn't thinking too much about the changing weather when a lady came yelling up the beach that a man was drowning. She thought one of us might have a cell phone," he said.

The native of Walnut, Calif., with nine and a half years in the Army didn't hesitate. "I ran down the beach and took off my shirt and stripped my sweats off down to my shorts and started in after the man I saw struggling out in the water," he mentioned. "I'd say he was anywhere from 200 to 300 meters out in the water." That man turned out to be Gary Jones, a surf kayaker from Salinas.

Lau began swimming at the age of 4 ½ years and has performed at the national level in swimming. He is a masters-level water polo player and began playing the sport since the age of 9.

"Growing up around the beaches in Southern California and being a body surfer as a kid, I consider myself a pretty good swimmer. I thought I'd be able to swim out to him quickly, and bring him back quickly as well.

"My first thought when I hit the

water was, 'Wow! This water is freezing! I wish I had a wet suit on!' I did get out to him really fast and in fact, initially swam past him because of the rip tide that I was in. When I did reach him, my biggest fear was that he had already drowned," he said. "Obviously I was very glad when I saw that he was conscious. He was panicking but I saw that he had on a wet suit and life jacket, and I could tell that he had



Capt. Jonathan Lau

taken in a lot of water. The first thing I did was talk to him and ask him if he was all right. I told him I was there to help. His first words were 'where's my kayak?' I told him to not worry about his kayak and that I was there to help him first. He said a few times as we were struggling in to shore that he owed me his life.

"When I first made contact with him, I grabbed him by the life vest and started pulling him toward the shore as the waves were crashing in on us," he noted. "They were 13-feet high or so, and every time one of those waves would come in, I'd tell Gary to hold his breath

and I'd do the same because the force and size would drag us under for a time.

"About half way back, I realized that we were caught in the middle of a rip tide," he continued. "I had witnessed a few bad days at the beach in Southern California, and I knew from experience that once caught in a rip tide, depending on the force, they can be impossible to swim in from. I knew from my swimming background that if caught in a rip tide, a person is supposed to swim cross-current. However, it was so strong that while I was swimming with one hand and holding on to Gary with the other, I couldn't drag both of us through it. I also kept looking to shore to judge our distance, hoping the people on the beach would look closer than farther away from us. I'd say that from the time I hit the water until Gary and I reached shore, it was 20-25 minutes. The majority of that time was spent battling that rip tide until we were finally able to touch the sand with our feet with the assistance from two rescue divers from the Pacific Grove Fire Department. Believe me, it seemed much longer. I was exhausted after fighting the dangers of the rip tide, water temperatures and 13-foot waves, all the while dragging Gary ashore!

"With the assistance from the two divers, we carried Gary on to the beach where paramedics were waiting. I didn't have to perform CPR on him because he was still breathing but as a precautionary measure, they gave him oxygen. They also wrapped him in blankets and they gave me blankets too," he mentioned. "There were two ambulances waiting, a fire truck, and a huge gathering of people. I'd like to thank my classmates for also getting and wrapping me in blankets and for their support. They were awesome."

The Army Captain said he didn't think the ordeal would pan out as it did.

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“Really, I didn’t think it would be that big of a deal to go out and grab him and bring him back safely,” he said. “I think my biggest relief when I got back in to shore was that I still had my shorts on. I had told Gary to grab hold of my shorts because I didn’t want to lose contact with him while I tried to swim with both arms. We both ended up taking in water a few times during the experience, but we both finally made it back to shore safely.”

Lau said later that evening he experienced tell-tale signs of mild hypothermia from the cold water. “I took a hot shower and then bundled up in blankets,” he recalled. “But that night I had the shakes pretty badly.”

Lau talked highly of the person he rescued. “Gary Jones is a fourth grade teacher in Salinas who has been a surf kayaker for the past 25 years. He’s a really nice guy who leads an interesting life,” Lau said of Jones. “We do stay in touch and to show his appreciation, he took me out to dinner at Tarpy’s Roadhouse Restaurant. We had an enjoyable evening and even as scary as the experience was, looking back, we were laughing about some of the aspects of it like me being so worried about being nude when I came out of the water because he had broken

the drawstring on my shorts. He was telling me at dinner about how long he had been a surf kayaker and how everything that day just happened so suddenly with the weather turning bad and so forth. He told me that he would probably give up that hobby as he said to me, ‘I don’t know, if something like that were to happen the next time, I might not be as fortunate – there may not be someone like you at the beach.’”

Lau said he never gave not helping out a second thought. “I didn’t hesitate a second,” he said. “I also know that any soldier there would’ve done the same thing I did. I was just glad it was me because of my swimming background. Other classmates said they would’ve helped out and I’m 100 percent positive they would’ve if I didn’t go first.

“I found out from some classmates that Gary had sent a thank you letter to Colonel Devlin,” he recalled. “When I heard that, I called Gary up to thank him, and told him that he didn’t have to do that.”

Lau’s future plans are bright. “Being a Foreign Area Officer, right now I’m looking forward to being stationed in Beijing in July 2000. After my In Country Training (ICT), I’d like to attend grad school,” he said. “But, I think I’ll more than likely make the military a career.”



Army Capt. Jonathan Lau (left) and Salinas fourth grade school teacher Gary Jones pose for a photo after having dinner at Tarpy’s Roadhouse Restaurant. (Photo courtesy of Capt. Jonathan Lau)

Editor’s note: The following letter was submitted to Col. Daniel Devlin, commandant of DLIFLC and commander of DLIFLC and the Presidio of Monterey, by Gary Jones.

November 16, 1998

Colonel Devlin,

On October 30th, I was pursuing the sport that I have loved for the last 25 years – surf kayaking. After two hours of rigorous free-abandon, I caught a fierce rip tide that pulled me into a 13-foot wave which scooped my dazed body out into the storm. I panicked. I lost my paddle and my kayak was out of sight. Although I’m a fair swimmer, the force of the rip tide and the waves overwhelmed me. I scratched about in the waves for 20 minutes before help arrived. Without hesitation, Jonathan Lau stripped down and swam out to my rescue. He risked his own life to save a stranger. He struggled with me for 20 minutes through the combined forces of the rip tide and the powerful waves for someone he didn’t know.

To my mind, Jonathan Lau exemplifies the finest qualities of a soldier: bravery, intelligence, and a strong commitment to American ideals.

Sincerely,

Gary Jones

Navy volunteers donate time, services to 1999 National Kidney Foundation Golf Tournament

Story and photos by Petty Officer 1st Class T.E. "Scoop" Hansen

I absolutely believe that command involvement in volunteering for various community activities is very important and acts as a stress reliever for the sailors and all military members here," said Chief Warrant Officer 4 Rick Howard, the assistant officer in charge of the Naval Security Group Detachment. Howard served as the coordinator of volunteers for the



Navy Seaman Deana Miller, a Persian-Farsi student attached to the Naval Security Group Detachment, records the score of one of the golfers in the group of four she was assigned to accompany during the 1999 National Kidney Foundation Golf Tournament Jan. 15 at the Links at Spanish Bay Golf Course. The annual tournament was held Jan. 15-17. The golfer to her left, points to his recorded score as he checks for accuracy.

1999 National Kidney Foundation Golf Tournament held Jan. 15-17 at Pebble Beach, Del Monte and Spanish Bay golf courses.

"Whether it be as a big brother/big sister hugger at the Special Olympics, picking up garbage at the AT&T Golf Tournament, or acting as a scorekeeper or monitor for the annual Kidney Foundation Golf Tournament," said Howard. "Helping out the community and giving back is one of the neatest feelings in the world and is important in that it sheds a positive light on the Navy and the military which is good — specifically with all the negative that people hear about our military. Being ambassadors of and for the Navy and military is important."

According to Howard, more than 100 volunteers per day from all branches of the service assisted during the tournament. "We had people working as scorekeepers, security, forecaddying, and monitoring certain golf holes to watch for holes-in-one."

"It is because of the Navy's help, as well as that of other service members, that each year's National Kidney Foundation Golf Tournaments net one of the largest sums of money (earmarked for charity) played on the Central California Coast," he said. "It is one of the foundation's biggest fund raisers and continues to grow each year. This year, \$5 million was raised to help out the National Kidney Foundation to assist those awaiting kidney transfers and so forth. When you think of the significance — the bottom line is that it could mean life or death for someone. This is something that is near and dear to me and self-serving. I feel it is also the perfect event for golf amateurs to compete and raise money for the NKF as well as the perfect event for DLI service members to volunteer their time and services."

Howard began coordinating the Navy volunteers for the NKF Golf Tournament three years ago. "In September of 1996, I called Pebble Beach and asked them how I could get the Navy involved as volunteers in any of their golf tournaments," he said. "They told me about the NKF tournament and gave me a couple of phone numbers to call, and the rest as they say is history."

Started by the Navy with 20 volunteers in 1997, the success of the tournament has grown and branched out to all of the services at the Defense Language Institute with roughly 110 volunteers this past year. In fact, according to Howard, because of the success, the tournament coordination will be chaired by DLIFLC beginning next year through Community Relations Officer Alvin Macks.

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According to Tim Maret, the golf programs manager for the NKF, national statistics show that 20 million Americans have some sort of kidney disease and an average of 12 people per day await organ transplants. Maret said the NKF has three main programs. They are patient services, research to find a cure, and organ donor transplants.

"We promote these programs and try and bring more recognition for the services of all three," he noted. "The program we are most concerned about though is the organ donor transplants." Maret couldn't say enough about the conduct and caliber of the military volunteers. "They are an excellent group of men and women and an integral part of the NKF success, just as integral as any golfer here competing, to ensure the success of the event," he said. "They are very reliable, organized and conduct themselves very professionally. The numbers of volunteers and participants have increased significantly for this, and in-turn, that has increased exposure to the NKF. This year alone we had 110 teams comprising 440 golfers competing.

"The interaction and stories between the players and military members are neat," he mentioned. "Players want to know the reasons why the member is in the service, where they are from and what they are doing. Likewise, the service members want to know why the player is golfing for the Kidney Foundation. The messages are spread both ways all over the country after the tournament has ended, and this helps raise awareness on behalf of the NKF and the military, which is very good!

"I'd also like to give a special thanks to Rick Howard whom I exceptionally enjoy working with," he said. "He is extremely good for the tournament and for the Kidney Foundation. I can remember the first two years I worked this tournament before Rick was the coordinator of the volunteers. It seemed like I was on the phone continuously pursuing volunteers. For the past three years, I've only had to make one phone call to Rick and the volunteers were taken care of. When that happens, life is good, and the golf program manager is happy! Also, he facilitates the idea of volunteerism to the military members and talks about the values and cause; how to help out, the importance of getting started at a younger age, and how volunteering is and can be a key to the future.

"Lastly, I'd like to also say that I'm looking forward to the future of this tournament," he noted. "I have no desire, and I know the golfers have no desire as well, to leave the peninsula. As I said earlier, we had 110 teams this past year, and I know that number is only going to increase, which means we are going to have to request more volunteer assistance as well."

Skip Jenkins, vice-president of Fortune Marketing Unlimited and the national tournament director, said the military members involvement is always great. "This is our third year of having service members volunteer their time and assistance to our cause. The tournament is our showcase for the year on the most hallowed golf ground in America," he mentioned. "With the assistance from these military volunteers working as scorers and monitors, we are able to maintain a high level of integrity. This tourney continues to be more successful each year and has grown by leaps and bounds each of the last three years, and a main reason for that is the volunteers. I know our golfers won't



Tim Maret, golf programs manager for the National Kidney Foundation (left), and Navy Chief Warrant Officer 4 Rick Howard, the assistant officer in charge of the Naval Security Group Detachment and coordinator of military volunteers for the 1999 National Kidney Foundation Golf Tournament, shake hands on a job well done at Del Monte Golf Course Jan. 15. Howard has been coordinating military volunteer efforts for the event for three years running.

accept stepping back in terms of relocating to another golf venue. It's awesome out here!"

Jenkins said the thing he enjoys most about working with the military is the reliability factor. "You can always count on them. When Rick tells me he will have this number of volunteers, there is no doubt in my mind, we will have that exact number," he said. "They are responsible and dependable, and I know they will be here to help us. They have a great kind of confidence and commitment, and they are always enjoyable to work with."

Jenkins recalls an anecdote from the 1997 tournament. "It was the Friday afternoon skills competition, and I was running all over the place," he noted. "I gave a Navy sailor a two sentence direction, and he took it and ran the competition smoothly. He just took the initiative on his own and got the job done. When it was over, I thanked him and he said – 'yeah, I'm probably going to be in trouble with my wife. I was supposed to meet her two hours ago.' The guy never said anything about this or complained during the event. That shows dedication to service."

"Likewise, to tell more about the type of volunteers we get, last year's tournament was wet! People were soaked and drenched but they still came back the next day," he continued. "Military members believe in commitment and are willing to come back out in the rain! Their dedication is admirable."

"It's a team effort with the volunteers, sponsors and so forth," he said. "I'd like to thank our primary sponsor Cadillac, who underwrites our program. Other sponsors are American Express, Top-Flite, Etonic, Maruman, Izod Club, GMAC and Pebble Beach Resorts. However, the volunteers give us one thing money can't buy, and that is time."

Two other members of the NKF team had words of praise for Howard and his volunteers too.

"The military does a great job of assisting us, and I give Mr. Howard a lot of credit for organizing and getting all these volunteers out here. He always does a nice job and so do his volunteers," said Kristen Milone, meetings manager for the NKF. "I hope all the volunteers are having fun and enjoying themselves."

Michelle Davis, the Kidney Cars Program Manager for NKF for the second year, echoed Milone's comments. "It's pretty amazing that he (Howard) is able to get all these volunteers," she noted. "We really appreciate that."

"I'm very proud of our service members. A vast majority of them are sacrificing their entire weekend by being out here assisting to make this the most successful tournament yet," Howard said. "When it really mattered and we needed a larger number of volunteers, in typical fashion, they came through. I can't think of anything I've ever asked of them where they haven't come through and done. They are always there through a long line of community involvement from the races at Laguna

Seca to the AT&T Pro-Am.

"One of the really neat things about this is the interaction between the participants and our volunteers as well," Howard said. "The guys like to know what the military members are doing in their jobs, what they are studying and where they may be going for an assignment. Likewise, the military member will find out more about the golfers too. It really amazes me though how this has grown originally from a Navy unique volunteer platform to now include all branches of the services."

Navy Seaman Deana Miller, a Persian-Farsi student, volunteered her services all three days of the tournament. "I'm having fun, and this is better than being in class on a beautiful day like today," she said as she wrote down a player's score. "Plus, I'm keeping score for four cute guys and I really like that. But, the main reason I'm volunteering is because it's for a good cause with the Kidney Foundation."

Navy Seaman Ron Gullekson, an Arabic student, echoed many of Miller's thoughts. "I'm keeping score for some real nice guys, the weather is beautiful, and I'm out of class for the day," he mentioned. "Of course, the main reason I'm out here helping is because it's for a really good cause."

Marine Pvt. Bruce Kilroy, a Russian student, said he was happy to help out the NKF and check out the sport of golf. "This area is known as a golfer's paradise, and since I'm a fan of the sport, I wanted to be a part of the tournament. It's great getting to see some real golf and much different in person than watching it on television. The scenery is nice, too."

"I'm enjoying meeting people from different places, and the view out here isn't too bad either," said Navy Seaman Apprentice Autumn Norton, who was serving as witness monitor watching for holes in one at the fourth hole of Spanish Bay. A Navy Military Training sailor, she volunteered for two of the three days of the tournament. "Basically, I wanted to come out and see what it was like to volunteer, enjoy the day and relax a bit. People said it was fun to do, so I took their word for it."

"For the second year in a row, I'm helping a great cause and working with some neat people," said Navy Petty Officer 1st Class John Holloway. "Unlike last year, we are having some very nice weather. I'm able to wear short sleeves instead of rain gear."

"I'd like to thank the unit commanders, because without their cooperation and support, we wouldn't have been able to pull this off," Howard said. "When you take 100 volunteers per day for three days, well, that can make for some logistical problems like covering watches and so forth. Right now I have commitments from 19 people to volunteer for all three days and about 50 for at least two days."

According to Howard, all the volunteers were invited to the awards banquet at the conclusion of the tournament on Jan. 17.

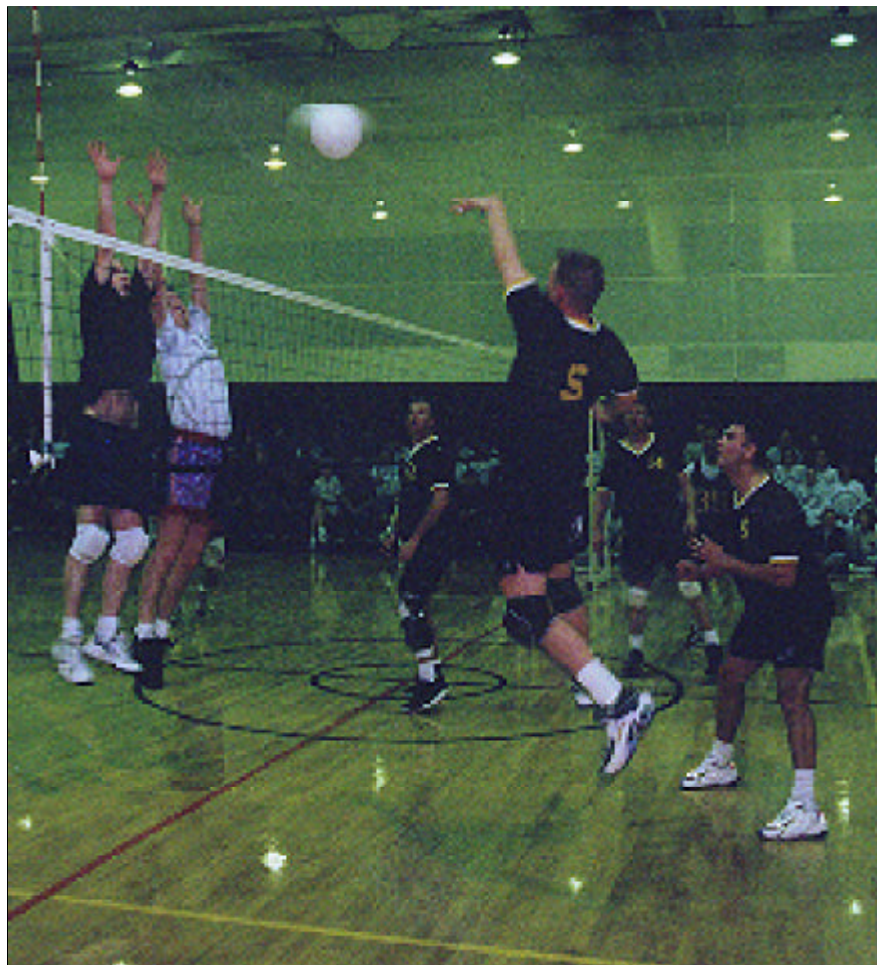


Echo Company spikes way to DLI championship

Story and photos by Petty Officer 1st Class T.E. "Scoop" Hansen

Echo Company, 229th Military Intelligence Battalion, shot down the Air Force #1 team by a 4-15, 15-5, 15-10 count to capture the 1998 Defense Language Institute Foreign Language Center volleyball championship. The title match was played before an enthusiastic packed house at Price Fitness Center Jan. 15.

"We weren't worried after losing the first game," said Echo Company coach Ron Kruse. "We were confident and feeling good, specifically after beating the Air Force a couple of days earlier in the tournament. Plus, Air Force had beaten us once during the regular season, and that was a stickler in our minds and provided motivation for us in the tournament."



Sean Passmore of Echo Company shows good form as he smashes a spalding sandwich over the outstretched arms of two Air Force #1 players attempting to block the ball's path as his Echo teammates look-on.

Echo Company did get their payback besting Air Force #1 twice during the tournament. Kruse said Echo's lone loss during the entire season was a real close match-up. "Air Force #1 went undefeated during the year and as I said earlier, handed us our only loss, and it was a tough one."

Kruse, a native of Priest River, Idaho, is an intermediate Korean student. He has been playing volleyball for 16 years, starting with his first training assignment here. He talked highly of the Air Force #1 squad. "They are a good team with good setters," he said. "The thing that hurt them somewhat was their lack of height. However, they had good athletes and were very competitive."

Winning the championship was rewarding to Kruse and his teammates who celebrated by going out for pizza after winning the title. "It was a very long season, so it was very rewarding. No one wanted the second place trophy," he said. "Overall, the league ran smoothly and the competition was a lot better than I expected. The only snag was the two-week shut down of the gym to have the floor redone, and that was a momentum breaker for us."

Kruse quoted the legendary Knute Rockne when talking about his team's mental and physical toughness. "As Knute Rockne said, 'the sign of a good athlete is one who plays when he is injured and plays well.' That saying fit us! Everybody with the exception of one of our setters who stayed healthy all year, was banged up but everybody wanted to play. Nobody wanted to come out even though they were hurting in one way or another," he noted. "Pulled quad muscles, sprained ankles, you name it, we had it."

What makes Echo Company's championship season even more remarkable with the injuries was their team size. "With only seven players, obviously we didn't have a lot of depth," Kruse mentioned. "We only lost one player to a transfer during the season. Other than that, we stayed intact and that's pretty important for team chemistry — knowing how your teammates play and where they are going to be on the floor at all times."

"Two of our biggest strong points and reasons for our success were our height and experience," he said. "Those were our advantages over other teams. We also had excellent team work. Being a careerist company, our players had more volleyball experience than other teams"



Echo Company's Chris Tovar sends a spike on its way as an Air Force #1 defender tries to block his smash.

players. One other strong point was our blocking ability. We blocked probably better than any other team in the league."

Kruse said most of his players performed at the high school level. "Pretty much all the guys played some in school, but Brian Kehe is the only player to have played college volleyball and that was at a Southern California college," he said. "Brian was spectacular for us all season long with his powerful kills. We had excellent performances by both of our centers in Brian and Jason Fairchild, and we also had a strong hitting performance by Chris Tovar, not just in the championship match but all year. Everyone on this team really likes to play and have fun with the sport."

Playing four matches in the tournament, Echo Company showed their skills by opening with a 15-0, 15-10 win over Air Force #2. They were then stretched to three games by Alpha Company #2, 15-12, 6-15, 15-12. After that victory, they met up with their Air Force #1 rivals and downed them 16-14, 15-13. This win placed them in the championship where they once again met Air Force #1 and came out on top by the 4-15, 15-5, 15-10 score.

Kruse wanted to thank the fans of Echo Company for their support. "It was good to play in front of so many people," he noted. "Specifically during the last few games."

"I was real pleased with the participation level this season," said DLIFLC Athletic Director Dave Fickel. "The crowd for tonight's championship match was big and really into the competition. Everyone seemed to enjoy themselves during the season, and the teams were for the most part evenly matched and competitive. I was also happy about the number of females who were out playing this year."

Echo team players included Kruse, Kehe, Fairchild, Tovar, Sean May, Sean Passmore, and Pete Negrette.



1998 DLIFLC VOLLEYBALL TOURNAMENT STANDINGS

| <u>TEAM</u> | <u>WON</u> | <u>LOST</u> |
|----------------------|-------------------|--------------------|
| 1 - Echo Company | 4 | 0 |
| 2 - Air Force #1 | 3 | 2 |
| 3 - Alpha Company #2 | 3 | 2 |
| 4 - Bravo Company | 2 | 2 |
| 5 - NSGD | 1 | 2 |
| 5 - Charlie Company | 1 | 2 |
| 6 - Air Force #2 | 0 | 2 |
| 6 - Alpha Company #1 | 0 | 2 |

1998 DLIFLC VOLLEYBALL LEAGUE STANDINGS

(final regular season)

| <u>TEAM</u> | <u>WON</u> | <u>LOST</u> | <u>PCT.</u> | <u>GB</u> |
|--------------------|-------------------|--------------------|--------------------|------------------|
| 1 - Air Force #1 | 9 | 0 | .1000 | - |
| 2 - Echo Co. | 8 | 1 | .889 | 1 |
| 3 - Alpha Co. #2 | 7 | 2 | .778 | 2 |
| 4 - Bravo Co. | 4 | 5 | .444 | 5 |
| 4 - NSGD | 4 | 5 | .444 | 5 |
| 5 - Alpha Co. #1 | 3 | 5 | .375 | 5.5 |
| 6 - Air Force #2 | 2 | 6 | .250 | 6.5 |
| 7 - Foxtrot Co. | 1 | 4 | .200 | 6 |
| 8 - MCD | 1 | 5 | .167 | 6.5 |
| 9 - Charlie Co. | 1 | 7 | .125 | 7.5 |



Echo Company Coach Ron Kruse (#51), spikes the volleyball away from two Air Force #1 defenders attempting to block his offense. The action took place during the 1998 DLIFLC volleyball championship match held at Price Fitness Center Jan. 15.

Dean's Honor Roll

ARABIC

Third Semester

Seaman Pamela Bishop
Pfc. Kyro Rear
Staff Sgt. Eric Sifford

CHINESE-MANDARIN

Third semester

Spc. Kevin McGwin
Pfc. Jason Roberts
Sgt. Clifton Smith II

FRENCH

First semester

Capt. Robert Andrew
Candace Bass
Catherine Caddell
Lt. Steven Cargill
Capt. Steven Lawrence
Capt. Charles Metrolis
Petty Officer 3rd Class Jason Miller
Capt. Anthony Thomas
Pvt. 2 Lesley Trujillo
Lt. Col. Gregory Ulsh
Lt. Col. Christian Von Jacobi

FRENCH

Second Semester

PFC. Ryan Buchanan
Lt. Col. Wayne Kellenbence
Lt. Carr Wilkerson
Maj. Christopher Williams

GERMAN

First Semester

Capt. Hans Kimm

GERMAN

Second Semester

Capt. Mark Elfendahl
Joanne Mayer
Capt. Steven Wolf

GREEK

First Semester

Lt. Clifford Mackin
Staff Sgt. Michael Neary

KOREAN

First Semester

Pvt. 2 Tracey Acebedo
Airman 1st Class Jennifer Allen
Lance Cpl. Christopher Anderson
Airman 1st Class Gabriel Andrews
Spc. Richard Berry
Seaman Brian Cassidy
Capt. Joo Cho
Sgt. Michael Coeville
Maj. Thomas Davis

Pfc. Timothy Dorsey
Maj. Robert Dyson
Pfc. Jason Estes
Staff Sgt. Benjamin Filas
Seaman Apprentice Robert Gaskins
Spc. Paul Gripka
Sgt. Eric Hall
Seaman Andrew Hill
Pfc. Arisa Hinde
Seaman Edward Houlehan
Pfc. Jobby Jones
Seaman Katharine Juhl
Seaman Apprentice Precious Knight
Capt. Ernest Lee
Spc. Angela Loehman
Spc. Andrew Malstrom
Airman 1st Class Jennifer Mason
Airman 1st Class Sarah McEachern
Pvt. 2 Traci McIntyre
Lance Cpl. Sharon Metivier
Pfc. Aaron Mobley
Spc. Brandi Nies
Pfc. Jaimal Page
Airman 1st Class Melissa Perham
Staff Sgt. Toby Peters
Seaman David Phillips
Airman 1st Class Carrie Quinn
Airman 1st Class Kelly Ramey
Pfc. Nancy Ramirez
Airman 1st Class Jeremy Rice
Spc. Efrain Rodriguez
Spc. Harlin Sanders
Sgt. Theodore Shephard
Sgt. Kevin Sprague
Staff Sgt. Robert Tonucci
Pfc. Candice Tucker
Airman 1st Class Heather Tyler
Pvt. 2 Clarissa Walker
Pvt. 2 Amy White
Airman 1st Class Tatjana Whitesides
Airman 1st Class Haley Wong

KOREAN

Second Semester

Pfc. Jiael Brownell
Airman 1st Class Hyong Chon
Staff Sgt. Dale Follette
Airman 1st Class Lee Goodridge
Spc. John Hagen
Airman 1st Class William MacBrien
Spc. Raydquel Myers
Airman 1st Class James Parker
Airman 1st Class Margaret Parker
Airman 1st Class Lisa Prayter
Airman 1st Class Erica Runyan
Sgt. Sandra Ryan
Airman 1st Class Sung-Suk Sa
Staff Sgt. Jeffrey Sabo
Seaman Thomas Swarthout

KOREAN

Third Semester

Pfc. Steven Garate
Airman 1st Class Molli Grant
Spc. Lance Nakayama
Pfc. Jared Osterhage
Pfc. Aaron Schwarz
Pfc. Aaron Waller
Airman 1st Class Sungmin Yi

PERSIAN-FARSI

First Semester

Pfc. Robert Drolet
Spc. Brian Ely
Chief Warrant Officer 2 Douglas Gritzinger
Chief Petty Officer Christopher Haley
Seaman Apprentice Joana Halford
Sgt. Kevin Hrycay
Seaman Apprentice Danica Jenner

PERSIAN-FARSI

Third Semester

Airman 1st Class Matthew Cavaliere
Airman 1st Class Dawn Frank
Sgt. Darren Martinez

RUSSIAN

Second Semester

Capt. Richard Bilby
Spc. David Copeland III
Master Sgt. Vincent Erb
Lance Cpl. Justin Jones
Spc. Michael Kanabrocki
Airman 1st Class Cherae Keicher
Pfc. Emily Lodge
Pfc. Thomas Luczak
Capt. John Mayer
Airman 1st Class Marguerite Prestfeldt
Spc. Louis Shepherd
Airman 1st Class Jeremy Spearing
Sgt. Daniel Stengert
Airman 1st Class Adam Triplett

SPANISH

First Semester

Spc. Felix Arroyo
Pvt. 2 Ericka Dries
Seaman Apprentice Steven Lewis
Maj. Charles Midthun
Pfc. Harold Morgan, Jr.
Seaman Christina Nutt
Airman 1st Class Matthew Opdyke
Airman Joe Salinas
Airman Katie Wiseman

Graduations

CHINESE-MANDARIN

Airman 1st Class Sharon Ambubuyog
Pfc. Kevin Bess
Sgt. Jeffrey Chapdelaine
Sgt. Robert Clark Jr.
Airman 1st Class James Dasinger
Tech. Sgt. Mark Evans
Sgt. Kenneth Gunter
Airman 1st Class Rebecca Hernandez
Spc. Amanda Jensen
Petty Officer 3rd Class Meiling Ju
Sgt. Eric Maddox
Spc. Kevin McGwin
Senior Airman Martin Norman
Seaman Dedra Norris
Pfc. Jason Roberts
Sgt. Clifton Smith II
Staff Sgt. Spencer Stone
Airman 1st Class Curtis Towne
Senior Airman Jared Tuckett
Sgt. Wyatt Webb

PERSIAN-FARSI

Pfc. Jody Barth
Airman 1st Class Anthony Bartholomew
Airman 1st Class Justin Beck
Airman 1st Class Christopher Bennesh
Airman 1st Class Matthew Cavalieri
Staff Sgt. Dierdre Chambland
Spc. Tamaran Crane
Pfc. Leslie Crossley
Spc. Alexander Davis III
Seaman Shannon Fish
Airman 1st Class Dawn Frank
Airman 1st Class Katherine Harrison
Staff Sgt. Michael Harrison
Pvt. 2 Jason Knight
Pfc. Allison Innarelli
Airman 1st Class Jennifer Lane
Airman 1st Class David Love
Pfc. Jeffrey Lyons
Sgt. Willie Mahone III
Airman 1st Class Aliscia Martin
Sgt. Darren Martinez
Seaman Apprentice Sarah McCoy

Pfc. Matthew Metz
Airman 1st Class Joshua Newton
Pfc. Jenny Patubo
Pfc. Louisa Power
Sgt. Don Ramsey
Seaman Julius Richardson
Seaman Terry Roberson
Airman 1st Class Brean Rossiter
Sgt. Vincent Runci
Airman 1st Class Ronald Sanders
Airman 1st Class Theresa Satterfield
Pfc. Stacy Shipwash
Airman 1st Class Jacob Williams

VIETNAMESE

Spc. Eric Anderberg
Spc. Heather Baisley
Spc. Arram Dreyer
Seaman Merryll Gray
Airman 1st Class Heather Kemp
Seaman Apprentice Kevin Rhine
Airman 1st Class John Tirrell

Education: DLIFLC/MPC Foreign Language Associate Degree graduations:

Petty Officer 2nd Class Kri Albers, NSGD, Chinese-Mandarin
Pvt. 2 Suzanne Ash, Co. C, 229th MI Bn., Arabic
Seaman Dawn Augustine, NSGD, Arabic
Seaman Deborah Aycock, NSGD, Russian
Sgt. 1st Class Carrie Beebout, Co. D, 229th MI Bn., Arabic
Sgt. 1st Class Robert Beebout, Co. D, 229th MI Bn., Arabic
Spc. Forrest Bennet, Co. A, 229th MI Bn., Korean
Staff Sgt. John Berry, Co. D, 229th MI Bn., Arabic
Warrant Officer 2 Jill Boniol, Co. D, 229th MI Bn., Arabic, Spanish
Pfc. Christy Brandon, Co. B, 229th MI Bn., Arabic
Petty Officer 2nd Class Louis Cervantes, NSGD, Portuguese
Sgt. Robert Clark Jr., Co. E, 229th MI Bn., Chinese-Mandarin
Pfc. Jeffrey Cook, Co. A, 229th MI Bn., Korean
Staff Sgt. James Craft, Co. D, 229th MI Bn., Arabic
Pfc. John Darrington, Co. E, 229th MI Bn., Chinese-Mandarin
Petty Officer 3rd Class Donna Deckard, NSGD, Arabic
Senior Airman Scott Decker, 311th TRS, Russian, Spanish
Sgt. David Durham, USMC Det., Korean
Sgt. Gemaa Ealy, Co. E, 229th MI Bn., Korean
Staff Sgt. Todd Evans, Co. E, 229th MI Bn., Korean, Russian
Sgt. Daniel Fontanez, Co. E, 229th MI Bn., Korean
Pfc. Virginia Gould, Co. A, 229th MI Bn., Chinese-Mandarin
Pvt. 1 Suzanne Hendricks, Co. B, 229th MI Bn., Arabic
Pfc. Lara Honaker, Co. B, 229th MI Bn., Arabic
Pfc. Amanda Jensen, Co. A, 229th MI Bn., Chinese-Mandarin

Staff Sgt. Jack Johnson, Co. E, 229th MI Bn., Vietnamese-Hanoi
Sgt. Grant Kajihara, Co. E, 229th MI Bn., Chinese-Mandarin
Spc. James Kanger, Co. D, 229th MI Bn., Arabic
Spc. Sterling Keele, Co. E, 229th MI Bn., Chinese-Mandarin
Pfc. Angela Larson, USMC Det., Arabic
Spc. Daniel Litster, Co. E, 229th MI Bn., Korean, Russian
Master Sgt. William McCredde, 311th TRS, Chinese-Mandarin
Airman Poppy Moore, 311th TRS, Chinese-Mandarin
Warrant Officer 2 Dennis Morgan Jr., Co. E, 229th MI Bn., Russian
Pvt. Benjamin Owens-Filice, Co. E, 229th MI Bn., Vietnamese-Hanoi
Staff Sgt. Joseph Phillips, Co. E, 229th MI Bn., Russian
Staff Sgt. Johnny Renner, 311th TRS, Russian
Spc. Sandra Ryan, Co. E, 229th MI Bn., Polish
Staff Sgt. Pablo Sanchez, 311th TRS, Arabic
Pfc. Paul Seegert, Co. F, 229th MI Bn., Russian
Sgt. Eric Sifford, Co. D, 229th MI Bn., Arabic
Capt. Gerard Sobnosky, 311th TRS, Turkish
Sgt. 1st Class Timothy Soderlund, Co. E, 229th MI Bn., Chinese-Mandarin
Pfc. Christopher Tyler, Co. B, 229th MI Bn., Arabic
Seaman Leanne Updyke, NSGD, Arabic
Senior Airman Christine Wayne, 311th TRS, Chinese-Mandarin
Sgt. Wyatt Webb, Co. E, 229th MI Bn., Chinese-Mandarin
Spc. Sean Wilson, Co. D, 229th MI Bn., Arabic
Spc. John Wingate, Co. B, 229th MI Bn., Arabic



With picturesque Monterey Bay in the background, Navy Petty Officer 2nd Class Martin Boese, a Persian-Farsi Military Language Instructor assigned to the Naval Security Group Detachment, writes down a score while chatting with a golfer, in the group he was with at the Links at Spanish Bay Golf Course. Boese assisted Jan. 15, during the National Kidney Foundation Golf Tournament's opening day. See article on page 17. (Photo by Petty Officer 1st Class T.E. "Scoop" Hansen)

